DOCUMENT RESUME

ED 061 513 AC 012 541

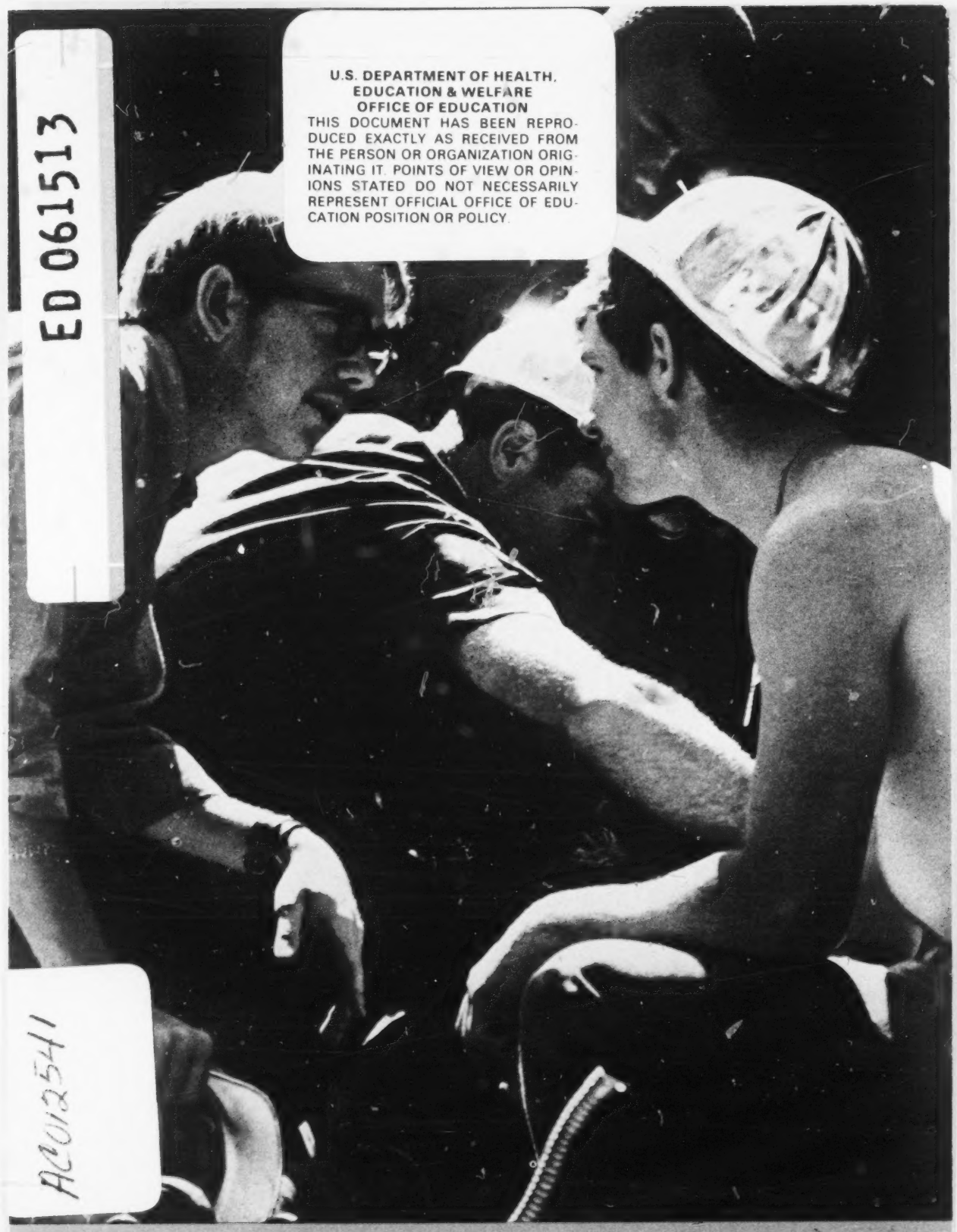
AUTHOR	Weinberg, Isolde Chapin
TITLE	Volunteers Help Youth.
INSTITUTION	Youth Development and Delinquency Prevention Administration (DHEW), Washington, D.C.
REPORT NO	SRS-72-26002
PUB DATE	71
NOTE	63p.
AVAILABLE FROM	Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 1766-0008, $.45)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Delinquency Prevention; Disadvantaged Youth; Drug Abuse; Health Services; *Human Services; Job Skills; Law Enforcement; Leadership Training; Rehabilitation Programs; Self Help Programs; Social Services; Sociopsychological Services; *Volunteers; *Volunteer Training; *Youth Programs

ABSTRACT

A discussion of ways in which both adult and young Americans are volunteering to aid in the positive development of young people is presented in this booklet. The wide variety of programs that are designed to use volunteers and the need for additional volunteers are described. These programs are discussed under the following topic headings: School Programs, Job Programs, Social-Psychological Programs, Drug and Health Programs, Self-Help Programs, Leadership Training, The Law and the Police, Court and Probation Programs, Resident Programs, and Aftercare Programs. The complete names and addresses of the programs described in this booklet are listed. Steps to be taken by those who wish to volunteer to work with young people are given. (DB)

ED 061513

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.



AC012541

DDP VOLUNTEERS DPA Y
YDDPA HELP YDDPA YDD
DDPA YDDPA YOUTH PA Y
YDDPA YDDPA YDDPA YDD
DDPA YDD YDDPA YDDPA

VOLUNTEERS HELP YOUTH

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Social and Rehabilitation Service

Youth Development and Delinquency Prevention Administration
1971 Publication NO. (SRS)72-26002

For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 - Price 45 cent
Stock Number 1766-0008

contents

FOREWORD v

INTRODUCTION 1

SCHOOL PROGRAMS 5

JOB PROGRAMS 9

SOCIAL-PSYCHOLOGICAL PROGRAMS 13

DRUG AND HEALTH PROGRAMS 17

SELF-HELP PROGRAMS 21

LEADERSHIP TRAINING 25

THE LAW AND THE POLICE 27

COURT AND PROBATION PROGRAMS 31

RESIDENT PROGRAMS 39

AFTERCARE PROGRAMS 43

AFTERTHOUGHTS 47

PROGRAM ADDRESSES 51

CREDITS 53

foreword

Throughout our Nation today there are millions of young people in need of help. Their problems range from minor disputes with family and friends, to being in trouble with the law or at odds with society. In too many localities such help is inadequate or not available at all.

Volunteers can play a vital role. As part of its ongoing responsibility to assist troubled youth, the Youth Development and Delinquency Prevention Administration encourages the use of volunteers.

VOLUNTEERS HELP YOUTH is a discussion of many of the ways Americans—adults and youth—are giving freely of their time to aid in the positive development of young people.

Currently there is a growing public concern over the rising rates of delinquency. To effectively halt and reduce this escalation of delinquency, we must work toward the resolution of social and economic inequities. We must give youth personally–gratifying social roles and hear them out. We must insist that our institutions examine their roles and make necessary changes to meet the needs of youth.

VOLUNTEERS HELP YOUTH illustrates the wide variety of programs designed to use volunteers. Almost without exception these programs need additional volunteers.

After reading this publication, if you wish to volunteer, you will find the necessary information on page 49.

This booklet was prepared by Isolde Chapin Weinberg of the National Center for Voluntary Action, Washington, D.C., a private, nonprofit agency.

ROBERT J. GEMIGNANI
Commissioner
Youth Development and Delinquency Prevention Administration

introduction

Today many of America's youth are finding themselves involved in situations with which they cannot cope.

Whether it be problems involving drug abuse, school, life styles, or their families, these young citizens need help—and they need it now.

Unless help is forthcoming, these young people may reach adulthood with problems so profound and complex, that no amount of help then will be of value. It may then be *too late*, and these young people may lead lives unsatisfactory to themselves and to society.

But where is this help going to come from? Who can provide this help?

Certainly, one answer may be found among the scores of youth-serving agencies and their professional staffs trained to deal with the problems of youth. But the fact is, such organizations—and their trained staffs—frequently find themselves with caseloads far too great to handle.

Another important answer, then, is the use of volunteers—either as a supplement to professional staffs, or to operate independent programs to fill needed gaps in services.

The programs in this book have been chosen to comprise a kaleidoscope of the many approaches volunteer effort already assumes in reaching out to the troubled—and troubling—young people of today. There are thousands of equally meritorious programs. Those discussed here should be seen as indicators, examples of methods that have been explored, trial steps that have been taken in the continuing struggle of human beings to help each other.

In many instances, as the progams document, volunteer work consists of the young helping the young. At Reality House West in San Francisco, young people helping each other is basic philosophy, essential therapy. From its experience with drug addiction, alcoholism, and other forms of self-destructive behavior, this rehabilitation project selects one of its "main goals as creating peer group leaders to go back to the problem they understand so much better and to aid

others . . . we see that the antidote lies within the problem. Reality House West feels that the youth have been over paternalized and wish TO BE PART OF THE SOLUTION INSTEAD OF PART OF THE PROBLEM."

In Philadelphia, HELP is a service operated by the young, for the young. Answering calls and open to visitors 24 hours a day, it responds to young people with a wide range of problems, including homelessness, pregnancy, drugs, venereal disease, and even suicide.

HELP tries to assist each caller and each person who comes through the door. The individual problem determines the steps taken. Doctors, psychiatrists, lawyers, and social workers are among the volunteers who work with the program, together with the young.

"HELP is young people learning, young people caring, helping each other, not looking on, treating each other as equals," says phone counselor Gretchen Gurbiel. "Now older people are calling us for help with their children. Maybe somehow we can bridge some gaps."

The work that volunteers are doing and the responsibilities they are taking expand continually. Each program has some routine chores, but the challenges remain. Still, there are agencies that will need prodding if capable volunteers are not to become discouraged by too many envelope-stuffing assignments. *Volunteers are often effective prodders.*

Training is vital. Volunteers are more useful and happier when they have a clear idea of what they are doing—and why. So is the staff.

Just as volunteers profit from being trained to work with the program and the staff, staff benefits from explicit training on how to work with the volunteer.

In the midst of their dedication and enthusiasms, volunteers must guard against presumptions that they have discovered a cure-all, that theirs is the only way or the best way. Paid staff members have been looking for answers for a long time and they care too.

There are no simple answers to what endangers young people today, let alone how to help them. In his article, "Delinquency in the Modern World," William C. Kvaraceus reminds that:

> One of the richest collections of twentieth century myths surrounds the subject of delinquency. Usually, they are oversimplified versions of what causes delinquency. But generalizations are useless. Such explanations as slum living, "broken" homes, films and deprivation fail to provide us with universal and realistic reasons. Sometimes, each of these may be one among many factors that shape a child's life but no factor can be accepted as the single over-all reason for the thousands and thousands of delinquent cases.
>
> To begin to understand the problem, we must realize that delinquents often do the same thing for vastly different reasons and to achieve vastly different results.

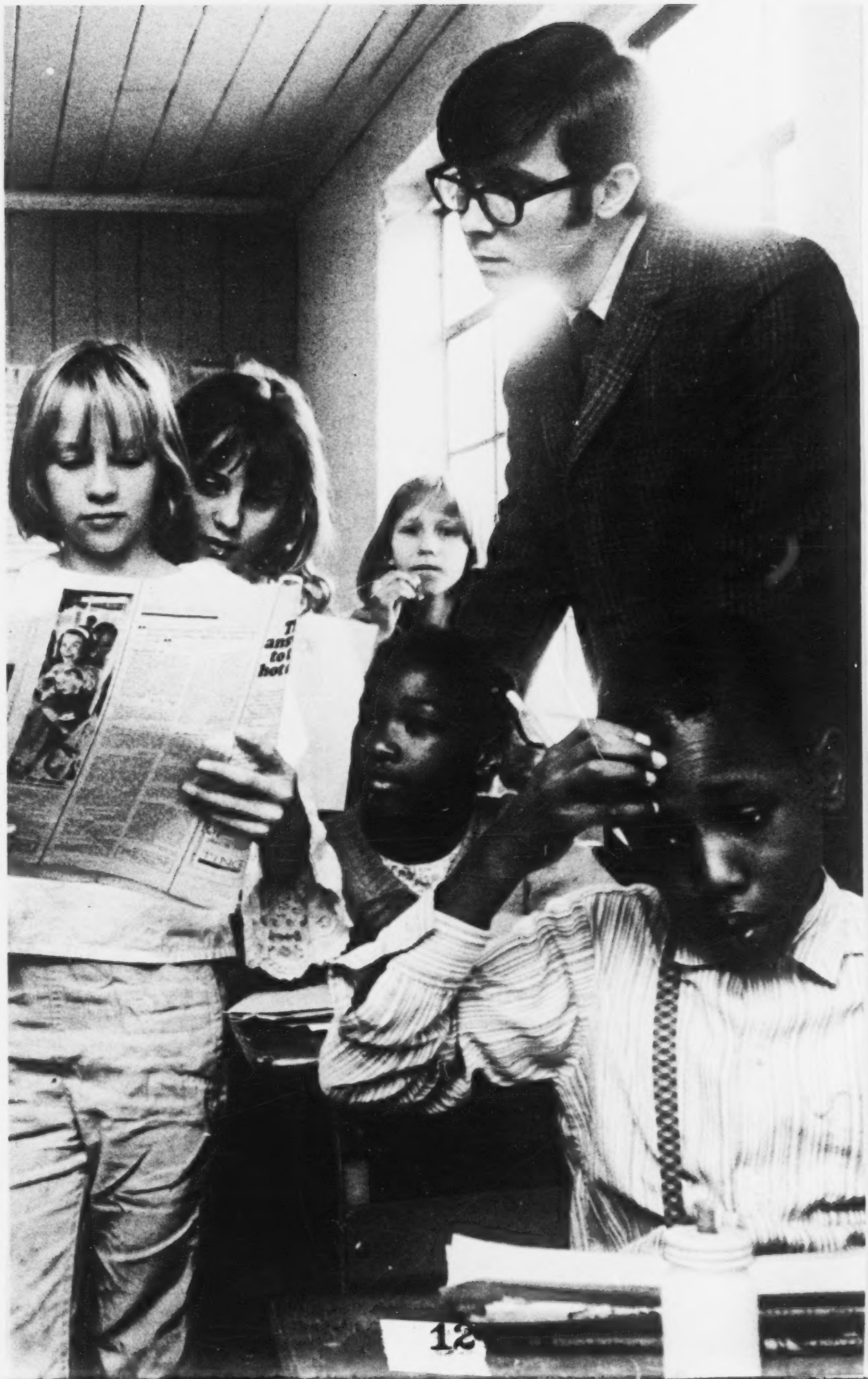
Also it is well for volunteers prepared to give so generously of themselves to remember that they sometimes will not be welcomed with open arms. It may take a long time for the children to put away apprehensions. For example, one 9-year-old had a number of thoughts on the subject of accepting the man who had volunteered to become his Big Brother.

"The first time you walk in to meet him, all you see is a face and you don't know what he's like. And it's kind of hard the first couple of months because you're going out with a strange man and no one from your family is with you.

"But my Big Brother can understand mechanical things better than my mother and he encouraged her to let me get some model rockets. He can do different sports and solve some problems that only a man can.

"You get mad at him a lot and he'll never replace your father, but he is a good friend."

If volunteers are not mistakenly looking for miracles, they can consider it an achievement to be counted as good friends.



school programs

In most cases, trouble that shapes the lives of young people who one day will come before the juvenile court starts early. Perceptive teachers and school officials can spot the child with difficulties beyond his depth soon after he enters elementary school. If he took part in a Headstart or nursery program, the teacher was probably aware of problems then. Schools may thus serve as "early warning systems" by detecting pre-delinquent behavior.

However, most often their resources for meeting such problems are non-existent or limited. Volunteer programs can extend and supplement a school's efforts to help.

Volunteers handle many jobs. They serve as teacher's helpers, tutors, counseling and social work aides, adult friends, and scholarship fund raisers. In general, they seek to raise the quality of educational experience for children. In particular, some programs search out the more endangered child and offer him a helping hand.

Some programs are set up for the very young school child. It's far easier to redirect and help the third grader pilfering milk money because it makes him feel important than the high school freshman getting his kicks from stealing an automobile.

In San Rafael, California, the Marin Branch YMCA's Dropout Prevention Program originally planned that college students would work with small groups of fifth, sixth, and seventh graders who showed "indications of early departure from schoool." However, after further consultation with school personnel, it was clear that signs of becoming eventual dropouts showed up much sooner than fifth grade. The program was changed to include children from second through fifth grade.

Children selected for the program were already exhibiting marginal academic work, poor morale, truancy, lone behavior. Many had no father at home, little exposure to the world beyond their neighborhood, and infrequent intellectual stimulation or encouragement.

College students, at first for minimum pay and then as volunteers, have worked with groups of 4 to 6 children one afternoon a week. The activities, as described by college sophomore Steven McClain, consist of giving his boys a chance to do something they couldn't do otherwise—"go hiking, go where they can run free, or go where they can fight if they want."

"I give them a chance to express their anger and their love," says Mr. McClain. "They know me and I am their friend, a person they can run to to hit or to hug."

In Charleston, West Virginia, the Keep a Child in School program is conducted by volunteers with the support and cooperation of the Kanawha County school system. Working with a junior or senior high school student on a one-to-one basis, a volunteer sponsor seeks to motivate and encourage his student to stay in school, helping with such practical problems as clothes and supplies and the intangibles of interest and concern.

The program was set in motion in volunteer Jane Galyean's living room in 1966. Thirty people met to discuss the project and one young couple went out the next morning to meet their boy. "No terminal time has been set for a sponsor," Mrs. Galyean explains. "We hope it will be for a lifetime, but at least a year. It helps to see a child beyond graduation, beyond the diploma,to know that he's not just hanging loose."

Some 130 sponsors are now working with students. Matches are made by volunteer coordinators after parents have given their permission. Although it is estimated that perhaps 4 times as many children could benefit from the program as there are sponsors available, the dropout rate in Kanawha County has declined.

In some instances, the sponsorship of an older child may be having an indirect effect on younger children in the family. One volunteer mentions proudly the little sister who was just starting first grade when her brother joined the program four years ago. "She's now in the fifth grade and at the top of her class. Maybe the interest is rubbing off."

"The police tell us that most teenage crime is committed by student-age kids who are truants," reports Louise Goodnight, school social worker and supervisor of the Volunteer Attendance Program for the Charlotte-Mecklenberg Schools in Charlotte, North Carolina.

Carefully selected, trained, and supervised, volunteers have been assisting school social workers with problems of beginning absenteeism since 1965. In the role of a good neighbor, the volunteer has met with families to express interest and provide information. "So often these families are isolated islands of hopelessness," Mrs. Goodnight says. "The volunteer has 2 important functions. She reaches out to them and then she helps to bridge the gap back to community resources."

Evaluating the program in Randolph Junior High School, Assistant

Principal George D. Allen writes: "The priceless value of volunteers is that they are volunteers . . . the volunteer can be of enormous help, not by what she does but by who she is. She is a friendly emissary from the school system and the world it represents. Yet, she is often perceived as a neutral person, safe to talk to."

Volunteer Mary Wright agrees that being a friend rather than a professional has been an asset to her work. "Many of the children have had a professional approach from various sources," she says, "but most of them have never experienced an adult friend."

Children from well-to-do as well as poor homes are visited by the volunteers. "Sometimes the child doesn't have shoes," says Mrs. Wright, "but often the problem involves basic hostility to society and refusal to follow rules."

"I have found this the most rewarding and challenging volunteer work I have ever done," is the comment of volunteer Lib Noles who feels that if the children can be reached in elementary school and influenced to different life styles, many later problems might be averted. "We get very close to the families," she says. "We know the problems and we can help."

Thousands of volunteers all over the country are involved in academic tutoring. Junior and senior high school students, college students, men and women of all ages and backgrounds have helped pupils with their studies, sometimes in study halls or small groups, frequently one-to-one. The relationship between such promotion of learning and the prevention of anti-social behavior has been amply documented. Tutoring, together with the interest and attention of the tutor, can make a difference.

In a Tutoring Program developed by Neighborhood House in Seattle, Washington, 350 volunteers are working with an equal number of students from first through twelfth grade. Parents are involved whenever possible. There is a dual emphasis on the relationship between tutor and student, and on the studies.

"We don't know if we're really preventing juvenile delinquency," says Merrill Hollingshead, Tutorial Director for Neighborhood House. "The results are hard to measure. But we do think we may be helping kids to survive. The retention rate is very high and we feel it is having some effect that someone cares."

Eighteen-year-old volunteer Pam Galbraith thought tutoring for Neighborhood House was "fantastic at first," then she got discouraged when she felt she wasn't accomplishing anything and was almost ready to quit. "One day he couldn't do anything and the next day he could, or that's how it seemed," she says. Now she really believes it has meant something to a 7-year-old boy to know someone who is older, "a friend who doesn't criticize."

Staff volunteers and students working with the College Careers Fund of Westchester, Inc., in White Plains, New York, are challenging the opinion that low achievers and poorly prepared students are not

likely to succeed in college. The students' problems include dismal family backgrounds, dropping out of school, drug addiction, court records.

"Our reasoning was simple," a report of the program reads. "If education is good for the middle income student of average ability, then it ought to be equally good for our young people. In fact, it ought to be better. There is nothing that opens up new vistas, new career possibilities, new ways of living, and creates new attitudes toward people and society quite as readily and thoroughly as education. At the very least the experience of college would make most of these young people dissatisfied with the aimless street corner existence they had known and would show them that there was a better, more useful, more constructive way of life, providing much more satisfaction."

Initially, College Careers Fund counselors recruited students for the program on street corners, in bars and poolrooms, jails and courtrooms. Today, the 180 students in the program are among its best recruiters. Volunteer fund raisers back them with an average $1,500 a year, which is matched by grants and scholarships. Counselors keep in close touch with students at college, never further away than a long distance call.

The College Careers Fund sets high sights and doesn't give up on a student. If he flunks out, is suspended, or arrested, he gets a second chance. There is hope that he will have learned more from his mistake than from uninterrupted progress.

job programs

"How are you going to fight the fact that crime *does* pay?" asks the director of a large inner city delinquency prevention program. Answering her own question, she continues, "If you can help a person go straight with a good income attached, half your problem is licked. The trouble is the kids go through training programs and then there are no jobs."

Making successful connections among education, job skills, and jobs is the goal of a variety of programs conducted voluntarily by, or in cooperation with, business and industries. On a small scale, they indicate what can be accomplished when learning-working-earning are treated as an educational whole rather than as pieces of a puzzle to be matched—if they're lucky—by the young.

In its seventh year, the Education Center for Youth in Newark, New Jersey, is going strong. Its 100 students, dropouts from Newark high schools who may or may not have been in trouble with the law at one time or another, alternate school and jobs. Half attend class one week, while the other half is at work. Each job is shared by 2 students. Six of the 7 original companies that developed the Center with the Board of Education of Newark continue to take part in the program—Bamberger's, New Jersey Bell Telephone Company, Public Service Electric and Gas Company, Humble Oil and Refining Company-Esso, Western Electric Company, and The Prudential Insurance Company of America.

All Center graduates receive a regular high school diploma. Sixty percent have been offered permanent employment by the companies. Ten percent have gone on to college. The classes they attend are small—9 to 10 students—and the work individualized. The off-school site of the Center consists of rooms in the Second Presbyterian Church Community Center. "We didn't want the kids going back to the scene of their failure," says Harvey Johnston of Prudential Insurance.

Irving Goldberg, Director of the Center since its inception, speaks

quietly and proudly. "Our youngsters have learned a great deal. They learn because they are thrown in with people who have jobs and it helps their self-image. When they start out, they look at the floor when they talk with you and then a few weeks later they are talking and looking right at you. After a while, they're not defeated so readily."

The APT (Automotive Professional Training Program) was designed by the Shell Oil Company for vocational training of minority group students. It was introduced in a high school in New York's Harlem section in 1968 to meet serious problems of discipline, absenteeism, and dropouts. After one semester, the program—a self-learning, basic engine tune-up course patterned after the course used at Shell's dealer-training centers around the country—was credited with virtually eliminating these problems among the 42 students participating. Shell assumes major responsibility for placement of course graduates. Of the first 100 boys, two-thirds have gone on to college and most of the others are employed in sales and service in the automotive field.

APT has since been introduced in the curricula of more than 30 schools, as well as in an adult prison and 3 juvenile correctional institutions. "Regardless of their past, the boys have stayed with the program," says Gill Sheffield of Shell. "For the first time they had subjects that were relevant. It shows you can reach anyone anywhere, but it's got to be relevant to everyday life."

In New York City, the Chase Manhattan Bank provides on-the-job training for groups of 25 potential high school dropouts during their senior year. The young people are employed in the BET (Business Education Training) program 5 afternoons a week. During the morning they attend regular high school classes with the understanding that they must maintain a good academic record to stay in the program.

BET trainees perform a range of banking operations involving the use of machinery, sorting, filing, and general clerical accounting duties. Supervisors are encouraged to vary the experience of trainees as much as possible according to departmental needs. BET's coordinator, James Champion, sees a dual advantage to the program: easing the bank's manpower needs, and giving young people money and experience in business.

The Florida Ocean Sciences Institute, Inc. (FOSI), a non-profit education and research organization in Deerfield Beach, Florida, uses the excitement of the sea to capture the interest and imagination of boys who have been in trouble at school or with the law.

Working with groups of 40 boys who are referred to the progam by the courts, guidance counselors, and interested agencies, FOSI staff introduces them to such subjects as water safety, first aid, marine construction, and marine biology.

It's a demanding load for 15- to 18-year-olds. But the consensus is that they enjoy the 12-hour day, that they learn and want to learn

more, that intangibles such as self-respect and self-sufficiency develop along with occupational skills.

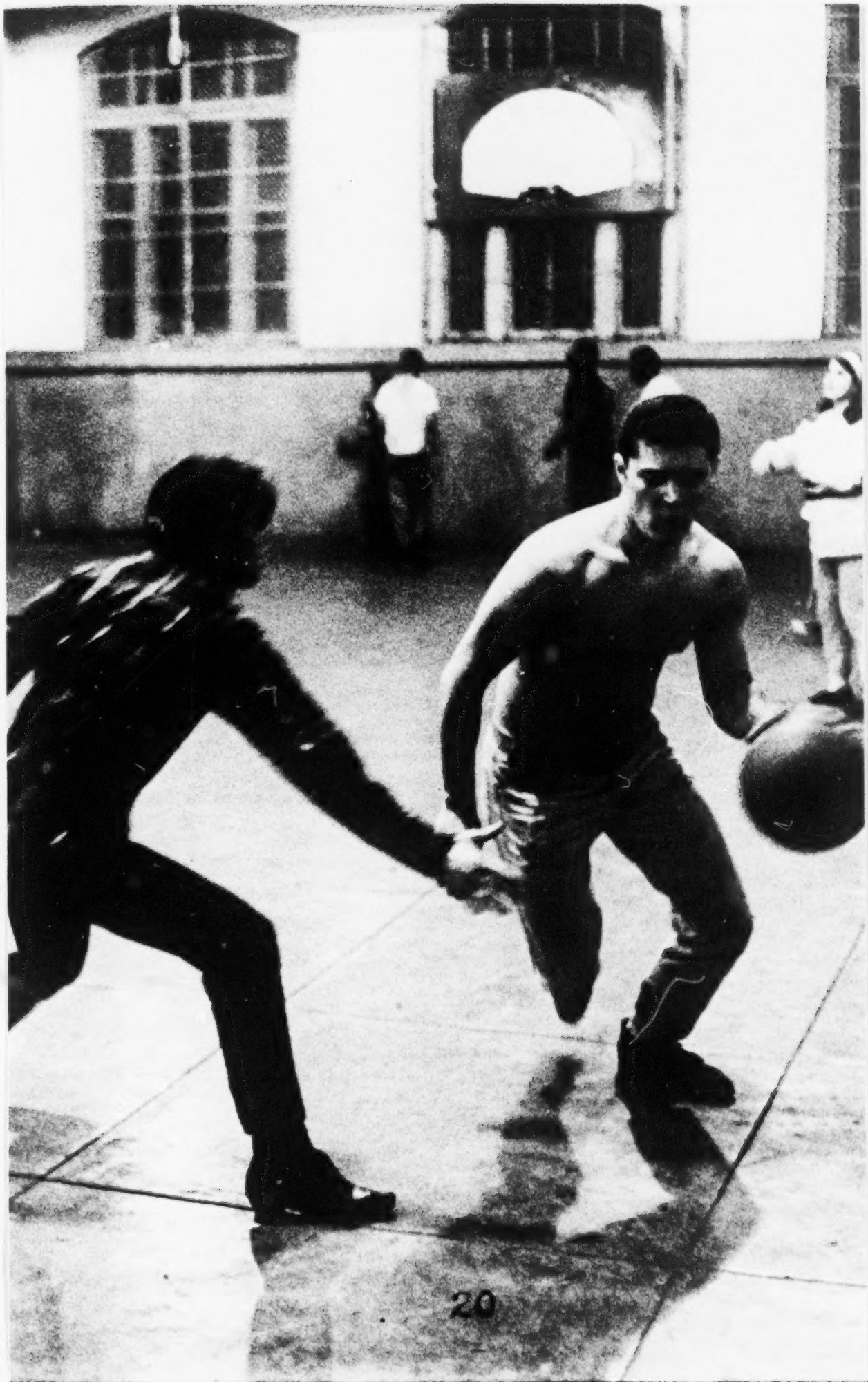
Business and professional men are invited to go along on the training cruises as "visiting counselors," living and talking with the boys, sharing impressions and reactions.

The FOSI program is paid for by a mixture of government grants, funds from industry, and donations from individuals. It is anticipated that living facilities will be set up eventually so that, as one program official puts it, the boys don't have to return each night to the "whacked-up environment that sent them to Juvenile Court in the first place."

Funded originally by the U.S. Department of Labor, the Volunteer Services Program in St. Paul, Minnesota, has continued under state auspices. College students assist staff of the Minnesota Department of Manpower Services in putting disadvantaged young job seekers in touch with jobs or further training.

The volunteers have worked with high school dropouts, phoning or calling on them to discuss work, educational and counseling opportunities. A small number has worked with pre-parolees in the Minnesota State Prison. Others have served as tutors and teacher aides, have contacted employers or accompanied job seekers on an interview. Academic credit is sometimes given for the assignments.

In the words of one graduate student working with prisoners, "the rewards cannot be measured in terms of financial gain but rather by internal growth and knowing that in some small way I may have made the prison stay for some individuals, even if momentarily, a little easier to bear."



social-psychological programs

Volunteer programs take many approaches to the overlapping social-emotional problems that impede young lives. Yet each, in its own way, is an offer of help with the inward and outward difficulties young people face in learning to get along with themselves, with others, and with the world in which they must function.

Carefully matching a fatherless boy and a male volunteer for a long-term, one-to-one relationship is the method followed by Big Brothers of America.

To help pregnant teenagers, the New Life Center in St. Louis prepares the girls for high school equivalency exams as well as instructing them in job, home, and child care skills.

In San Francisco, Huckleberry House reaches out to young people with multiple services, as well as providing special aid to runaways.

Boys' Club members in Houston can receive practical assistance by calling the Operation Mr. J. project.

Volunteers are trained for phone and face-to-face counseling by the YMCA Lifeline in San Diego and work with both young people and their parents.

There are presently more than 200 accredited Big Brother programs throughout the country and the number is growing. The emphasis is on high standards, professional supervision, compatible matching of the men who volunteer and boys who lack a significant male influence in their lives. The boys are between 8 and 17 years old. The volunteers are all ages, with recent experiments including high school and college students in the roles of Big Brothers.

Big Brothers is a preventive program, working with boys early in an effort to catch troubles—particularly the troubles that develop when there's no father in the house—before they multiply. Pairing off Big and Little Brothers is handled by a program's social worker who is all too frequently in the position of assigning boys to a waiting list when there are not enough Big Brothers to go around.

While every relationship doesn't work out, the majority are enduring and have a positive two-way influence. "It takes a long time," said a volunteer. "You want to march in and be a big hero, but it doesn't work that way."

Another volunteer credited Big Brothers with helping him to think anew about young people and about relating to them. "I had a rebirth of attitudes," he says. "It's been a conscious process, something I have really had to work at."

Working with pregnant teenagers at the New Life Center in St. Louis, Missouri, volunteer Alice Urban has also noted a rebirth of attitudes. "The program has a tremendous impact on volunteers who have had vague ideas about kids with complex problems. It's an awakening," she says. "I wish we had about 10 such centers in St. Louis. This is a neglected group, a terrible waste of human resources, a waste that gets passed on from one generation to another. Volunteers can do a fabulous job of giving the girls hope at a time when they need it so much."

To intervene in this cycle of waste and discouragement, the New Life Center provides job training, basic education, and child care courses. Classes are instructed by volunteers who make every effort to motivate the small groups they work with and avoid the pitfalls that turned off their young students in standard classrooms. The girls are involved in planning and evaluating the program. "We are trying to do a program where we all learn together," explains volunteer math instructor Luella Markman. "I need to learn as much as they do. We are all challenged together."

The New Life Center is sponsored by the St. Louis Presbytery and the Neighborhood Youth Corps. Twenty-five to 30 girls—the majority Neighborhood Youth Corps enrollees—take part in the 4-month program, usually starting in their fifth month of pregnancy. Many are married. But with little confidence in themselves, few job skills, no high school diploma, their chances and the chances of their children (every girl in the program to date has elected to keep her child) would be severely limited.

The Center has increased the girls' options. With its help, many have gone on with their education, found employment, or continued job training after having their babies.

Originally developed as a crisis center for runaways, Huckleberry House in San Francisco—named of course for Mark Twain's famous runaway—has diversified its services to cover a multitude of teenage problems.

Operating under the umbrella structure of Youth Advocates, Inc., it is open 24 hours a day, 7 days a week, to anyone from 12 to 18 who wishes to use its services.

Counseling (individual, family, and group), legal and medical help, information and referral services, psychiatric evaluations, and a "free" school are available through Huckleberry House. Short-term

housing is provided if permission is given by a parent or guardian. With the help of staff and volunteers, most runaways return home. When necessary, however, they are assisted in making other arrangements—foster homes, group homes, live-in jobs, treatment programs.

Helping teenagers to make their own decisions about their own lives is a guiding principle of this program. In his book, *Huckleberry's for Runaways,* Larry Beggs, first director of the House, writes:

> We've learned two things in the Huckleberry experiment that have tremendous possibilities for other areas involving young people. The first is that the decision-making powers of young people can be trusted. The second is that when their decision-making is trusted they usually involve their energy in all kinds of constructive and responsible ways rather than undermining the system which suppresses that decision-making.

Thirty to 40 volunteers work with the Huckleberry staff. The nonprofessionals include students, housewives, and conscientious objectors giving alternative service. Among the professional volunteers on call or working on a regularly scheduled basis are psychiatrists, family therapists, doctors, and lawyers.

Twenty-one-year-old volunteer Maxine Turret who spends at least 15 hours a week answering phones, providing community referrals, interviewing clients, and cooking dinners feels she has learned a great deal about herself and how she relates to others through her experience. "Huckleberry House fills a real need," she says. "Working here, I have become more optimistic about the changes people can make in their lives."

Need Help—In Trouble, Call Mr. J. Night or Day, reads the card, followed by two telephone numbers. The card is handed to all older boys joining the Variety Boys' Club in Houston, Texas, and to younger boys from conflict-prone families.

There are 31 "Mr. J's," all married men with families, who volunteer one night each month to go where they are needed to help a boy. Perhaps the problem only needs listening to, perhaps "Mr. J" will need to make arrangements for overnight shelter, perhaps a small amount of money will provide a practical solution. If necessary, the Boys' Club staff will take over in the morning. The program's funds come from the contribution of a dollar a week by a hundred interested donors.

Some of the situations a "Mr. J" has been called on to handle include:

- Returning 4 children to school from which they had been excluded for 2 weeks due to a misunderstanding,
- talking a 17-year-old out of going after another boy with a knife,
- loaning an alumnus $100 so he could continue in the Police Academy,
- clearing up the sex picture for a boy who thought he had gotten a girl pregnant.

The YMCA Lifeline in San Diego, California, provides free, confidential, volunteer counseling to high school age youth and their parents. Initially called the YMCA Youth Lifeline, a significant response from adults warranted the change in name.

Counseling is done both by phone and face-to-face, individually and in groups. Volunteer counselors, whose ages range from early 20's to 50's, are selected for their ability to establish rapport, for intelligence, emotional openness, and willingness to involve themselves deeply in both training and service. Each hour of service is backed up by a mandatory hour of training. A psychiatric consultant is available for seminars and supervision.

"We get a lot of just plain lonely calls," explains volunteer Donna Davis. "And more and more there are kids concerned about dope. There are some scary calls and some tragic ones. We don't have any agenda except to listen. The lonely ones call back. If they're withdrawn and frightened at making contacts, we can sometimes help by giving a little courage."

Volunteer Joe Hogan sees his role as helping the other person to look at himself objectively. "I can point out what I hear him saying, what I see him doing. Maybe he will begin to see his choices a little more clearly, maybe be able to take some responsibility."

A vital part of the volunteer's continuing training is taking part in group sessions to develop self-understanding, skill in interpersonal relationships, and attitudes of sympathy and compassion.

Referrals to other agencies are made when advisable, but in its procedures manual, Lifeline cautions its volunteers:

> ANY AGENCY OR PHONE NUMBER CAN DO REFERRALS: THIS IS ONLY A SMALL PART OF OUR BUSINESS. KEEP IN MIND THAT ANY KID CALLING ABOUT DOPE, SEX, SCHOOL, HOME, DRAFT, LONELINESS OR HEALTH TROUBLE HAS EMOTIONAL COMPONENTS WHICH ARE LEGITIMATELY IN OUR TERRITORY. TOO MANY KIDS HAVE BEEN MERELY SHUNTED FROM AGENCY TO AGENCY: REFER WHEN APPROPRIATE AND TRY TO RETAIN THE CONCERNED HUMAN CONTACT.

drug and health programs

The use of drugs means different things to different young people. It can serve as a sign of protest at parental values, an affidavit of belonging with one's peers, an escape, an experiment, a rejection of school or job. Working with such underlying causes, as well as handling symptoms, is a vital component in combating drug abuse.

Early in 1969, in cooperation with the Juvenile Court and the Mansfield Area Guidance Center, the YMCA in Mansfield, Ohio, set up sensitivity group sessions for youth placed on probation for drug use. Community leaders were enlisted to serve as group facilitators. A psychologist was responsible for program management and facilitator training.

The philosophy of the program—now known as the Outreach Program—is based on 3 assumptions:

(1) *Drug abuse, and many other delinquencies, are often symtomatic of an inability to relate honestly and meaningfully to one's peers or other fellow human beings.* Thus, the groups seek to encourage personal and emotional involvement among group members with each other, confrontation which acts as a mirror held up before each member, and intimacy in expression of feelings. A sense of caring is expressed among members, but never at the expense of relieving group members of personal responsibility for their own change and growth.

(2) *Drug abuse and other delinquencies rarely occur in a social vacuum:* their occurrence, and especially their recurrence, are often a response to the community's complacency or rejection of the individual, or the individual's perception of the community as such. The use of community leaders as group facilitators is an attempt to combat such responses. Their approach is to accept the young person as having worth and underlying integrity, while rejecting many of the alternative behaviors he has chosen—behaviors which tend to hide his worth from himself and others.

(3) *Drug abuse and other delinquencies are often maintained and encouraged by community response which emphasizes punishment at the expense of understanding, social ostracism at the expense of communication, and a sense of personal failure at the expense of the potential for success.* The program is strongly oriented against labeling the drug-user as a felon, an addict, or a criminal. Such labeling and the treatment emphasis it implies only burdens the individual with further blocks to the establishment of a productive life in society. While each individual is held fully accountable and responsible for his own behavior, we refuse to believe that such behavior can be significantly modified by treatment systems devoted exclusively to threat and punitive measures. Rather, confrontation with "here and now" consequences of an individual's behavior for his relationship to fellow humans typifies the program's alternative approach.

From an original group of 12 youths, the project has expanded to its present involvement with over 200 young people meeting each week for 2 hours, in groups of 6 to 8. Sessions give participants a chance to examine themselves through the reactions of others, to recognize their inadequacies and failings as well as their strengths, to reshape their ideas with new insights. Test results indicate trends toward "less withdrawal and isolation, greater trust for peers and adults, more planful and less impulsive behavior, and a greater willingness to lead an examined life rather than a haphazard one."

"I think this kind of thing is more helpful than anything else I know of," says Dr. Stanley Brody, an experienced group facilitator. "For the kids, it's chiefly because someone in the establishment is turned in and not sitting in judgment. Kids want to be listened to, not talked to. In the beginning it's almost 100 percent listening and little bit, 'I know how you feel.' At the point when they ask us, then we may have a few suggestions."

Volunteers are what make Pasadena's Foothill Free Clinic work, in the eyes of Bill Rankin, one of the young ministers deeply involved in the program from its small beginning in 1968 to its present proportions—150 people a week served by its counseling component; 6,000 adolescents and young adults treated medically; ongoing draft and legal counseling.

The Free Clinic is the result of community concern for the widespread use of drugs among young people in the Foothill area of Los Angeles. "From the beginning," states its brochure, "we have avoided the simplistic approach of attempting to solve this serious problem while ignoring the fundamental causes of such self-destructive behavior. We don't treat any problem as if it were an isolated entity. Rather, we have put together a program of interrelated services . . . which are intended to view a client's complaint as a generalized need that must be satisfied on several levels."

Volunteers with professional backgrounds serve in all aspects of the Clinic's program—doctors, nurses, psychologists, lab technicians, lawyers. Lay volunteers—often young people who first came to the Clinic for help themselves—assist the small paid staff with medical records, intake, cleaning, answering the phone 12 hours a day.

"I don't know where they come from, but they come," says Clinic Director John Binkley. "They have a terrific commitment because they *are* the Clinic. If you give them responsibility, they take it. They're beautiful, they care."

A volunteer member of the medical staff which numbers 20 doctors, 40 nurses, and 15 clinical laboratory technicians, Dr. William Manson, speaks of his experience at the Clinic . . .

> . . . *with anguish:* "I see such sick children and such problems and I see no end."
>
> . . . *with anger:* "They come from a permissive life style, and still they don't know about contraception. They've been handled by Victorian physicians. If you see kids with problems, they're sexual problems, 90 percent sexual and that leads to drugs."
>
> . . . *and with a shade of hope:* "On an individual basis, I see kids whose lives have been snatched from the jaws of disaster."

Project Bread, sponsored by the Salem Chapter of the American Red Cross in Salem, Massachusetts, is teaching ex-drug abusers to cook for a living. "Bread" stands for the food students are learning to prepare under the guidance of volunteer Ina Young, as well as for the money they will pocket as short-order cooks, cafeteria cooks, and—for those who study long and hard enough—assistant chefs.

The program was developed in response to the needs of young drug abusers completing methadone withdrawal treatments at the Salem Hospital Drug Clinic.

"It is a crucial time," says Mrs. Young. "Right then is their greatest temptation. All their friends are shooting up and they're alone. They need ego reinforcement. They need to know other people who are staying off."

Groups of 10 have met at the Red Cross Chapter House every other Monday. The food has been donated by a local store and by the Lion's Club. Cooking lessons generally turn into rap groups and parties. "We hope that in welcoming them to the Red Cross, they will feel we are welcoming them to the community," says the Chapter's Executive Director, Vivian Frietas.

In preparing her course, Mrs. Young—professionally a gourmet cook and bacteriologist—consulted closely with prospective employers and the U.S. Employment Service so that the cooking skills taught would be appropriate to the work available. The first graduates of the course had jobs waiting for them.

As Project Bread proves successful, similar rehabilitation programs—centering on office machine skills, auto mechanics—are being developed.

"We tried the cooking first because we had a volunteer to teach it and there was a need," says Mrs. Frietas. "We hoped the community would see it worked and other things would follow."

Parents in Crisis (PIC) in Buffalo, New York, was organized by parents going through the trauma of discovering and living with the fact that their children were on drugs. Talking to each other in regular Monday night sessions, they are able to tell their stories and learn that they are not alone. The group offers support and guidance. By dealing with their own feelings about their children and drugs, many parents are better able to help their sons and daughters.

Speaking of the fear and concern parents experience in finding out their children's involvement with drugs, one PIC volunteer says quietly, "I've been there." She adds that in gaining insights about drugs, parents discover many related problems, especially the breakdown of communication with their children. "No one has ever gone away from the group without feeling healed to a certain degree," she says. "Their anxiety can be reduced to the point where they can reach out, where they can talk."

Talking together is a key of the Youth Awareness progam which evolved during the growth of Parents in Crisis. Begun as sessions for brothers and sisters of drug users, sessions now include the young people on drugs as well.

Acting on the consensus of the 1968 American Medical Association's Council on Mental Health Conference that drug abuse is a problem that involves parents, physicians, schools, police, and courts, a group of Toledo, Ohio, citizens have developed a comprehensive drug program, The Bridge, Inc. The Family Life Education Center of the Toledo Public Schools was selected as a base for the local effort. The American Social Health Association serves as a resource.

In the area of student information, high school students have been trained in summer sessions to equip them to work with children in grades 4–8. A teacher's manual has been prepared and teachers have worked on drug problems in special seminars.

An ongoing Speaker's Bureau has been organized with 50 professionals volunteering to talk with groups on drug education and prevention.

A residential therapeutic community offers young people a chance to receive help beyond that of a school counselor, but short of hospital treatment. Drop-in services and crisis intervention are also provided.

Among fund-raising activities have been marches by hundreds of young people who secure the pledge of a donation for every mile walked.

self-help programs

Many self-help groups, begun through the efforts of a few dedicated volunteers, struggle to become established as ongoing programs by finding the funding necessary to pay a staff and renting an office.

Such is the case of the Tioga Community Youth Council (TCYC) in Philadelphia, Pennsylvania. Begun in 1968 following gang violence that left a high school student dead, TCYC was formed by residents to do something about the problems that were all but crushing them—lack of recreational facilities or facilities virtually useless because of gang boundaries, the gangs themselves, high rate of school dropouts, too few jobs, too many drugs, bad relationships with the police.

Margie Brown, a successful beautician in the neighborhood, was a moving spirit in the formation of the Council. By bits and pieces, she gave up her business to become a full-time volunteer. "I had no idea of what I was getting involved in," she says, "but there was the need and then when you begin to get results, you get turned on."

Recently funded, TCYC has purchased a program center which plans to house a clothing store, a car wash, an employment center, home economics kitchen, day care center for young working mothers, recreational/educational facilities, and a police hospitality room.

Improving relationships between Tioga youth and the police has been a major focus of the program. Clinics and live-in weekends have given the two groups an opportunity to meet each other as people.

Chief Inspector Harry G. Fox of the Philadelphia Police Department's Community Relations Bureau speaks in reserved, but hopeful tones of the Tioga program.

"Mrs. Brown is working with a hardcore group, probably the most difficult group to work with. At one point, they had killed 35 of each

other. I don't say there have been any great successes because the problems are so great. Every achievement is a struggle, but at least they're making some headway where no one was making any headway."

The work of the Council is carried out largely by the young people who are its members, with help from the adult advisory board. One of the most active adult volunteers is Pauline Bell, mother of the boy whose death sparked community action.

"Our policy is to expose youngsters, to motivate them and get them out of their boxes," says Mrs. Bell. "They were only involved in fighting, they didn't think anything else existed. It took a while to help them understand there was something more. Now they feel the Center is theirs and they guard it with their lives."

Phillip Jackson, 19, gang leader, volunteer, and now on the paid staff of the program, gives a parallel response. "We get the gangs together and try to talk things out. They have some place to turn to. Here there's recreation. If they have nothing else to do, there's only fighting. There are more opportunities here. Their ambition is aroused. All can be done by working together."

With its national office in Washington, D.C., YOU—Youth Organizations United—represents some 350 inner-city gangs and youth groups which have turned "conservative" or are in the process of redirecting themselves.

Many groups have turned their energies from violence to a wide range of community service programs coupled with profit-making ventures to support their new roles. YOU is helped to acquaint such groups with ways of solving employment, social and educational problems, providing channels of communication between groups and with local, state, and Federal officials, informing the public of needs and priorities, and giving help where youth groups and public agencies are in conflict.

About 120 miles south of San Francisco in Seaside, California, Young Adults for Action (YAFA)—a YOU affiliate—works to meet the needs of young minority group adults on the Monterey Peninsula. Supported by businessmen, the initial purpose of the organization was "to stimulate the black youth of Seaside and all low-income families to pursue vigorously the education being offered" in the community. Since then, purposes have expanded to include recreation, employment service, counseling those in trouble with the law.

In an interview with the *San Francisco Sunday Examiner and Chronicle,* YAFA Director Lee Toler talks of the group's work.

> I got interested in trying to help kids when I was a custodian in a high school. They had no interest in school, no motivation to learn anything. If they did graduate, they were never able to find jobs. And a large percentage that stayed in school spent their time plotting how to commit crimes.
>
> There was nothing in the community they could see that was

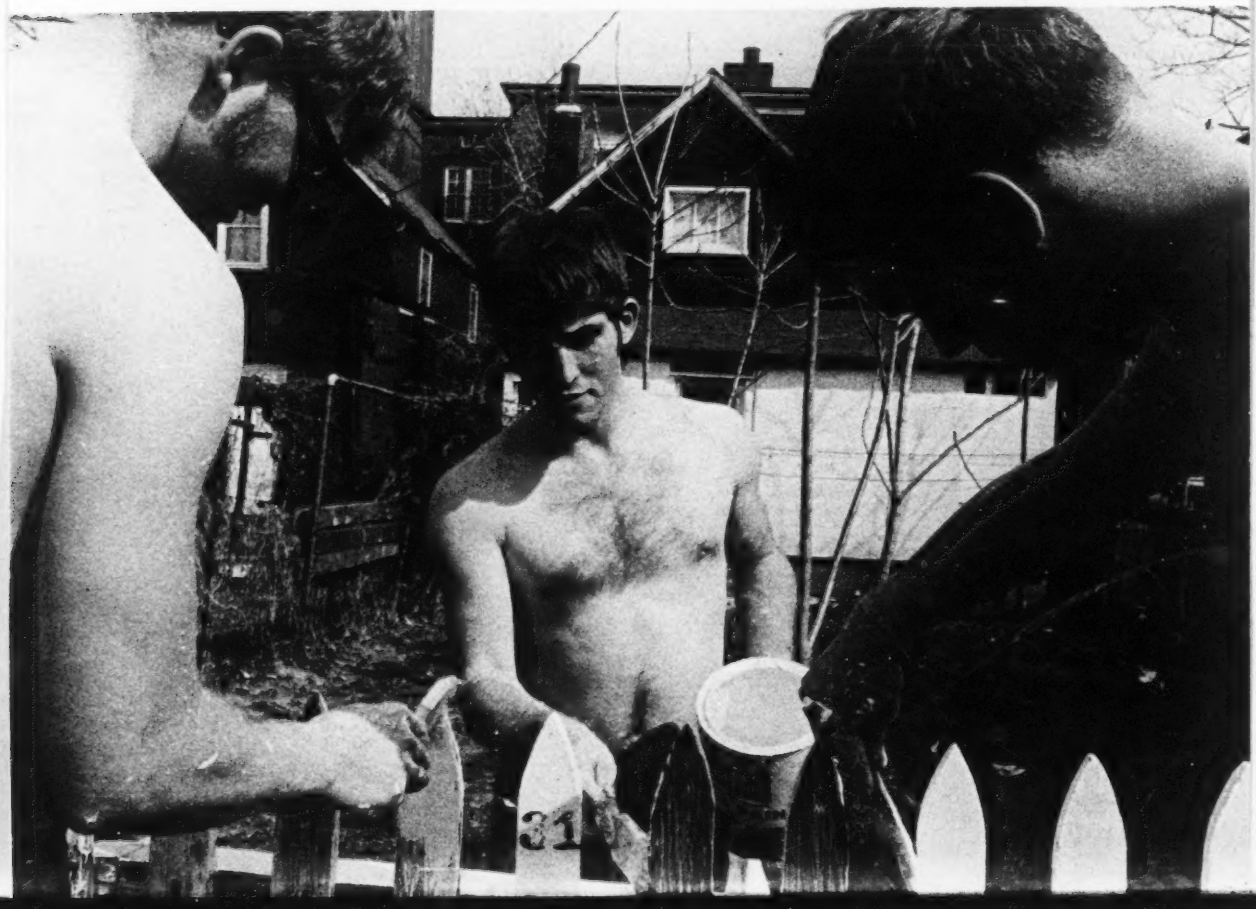
positive. Everything was negative. Lack of jobs, lack of recreational facilities and no place to get together. Home environments were bad, so they didn't have anyone to talk with about their problems. As a result, a lot of them ended up in Soledad Prison. But we're trying to change all that by giving them someone to talk to and taking an interest in them.

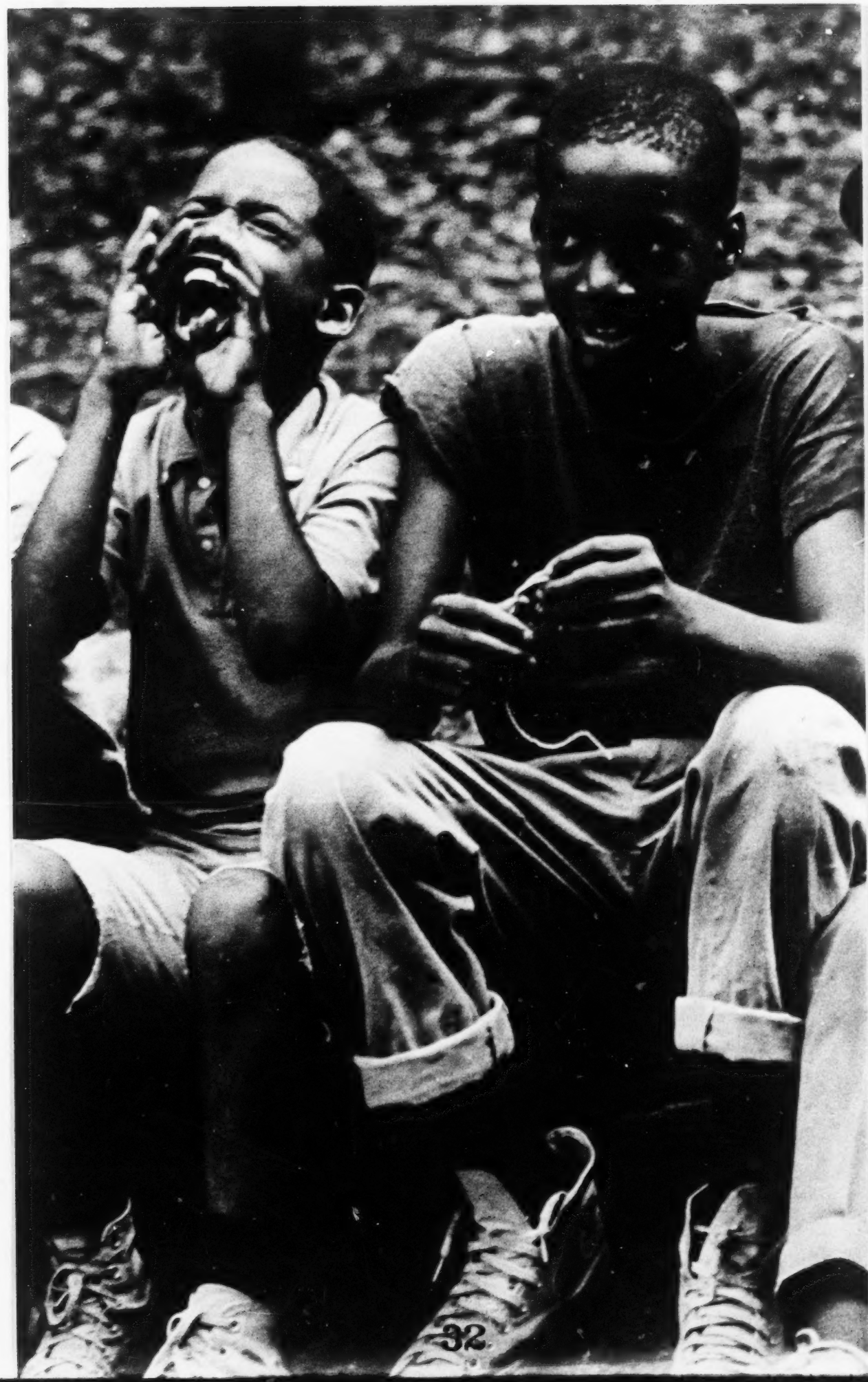
We tell them that black people have to do something for themselves. . . . We've got to stop depending on someone else to do something for us. That's why we're trying to put on a recreation program and tell the kids they have to stay in school. We try to get them jobs to keep them off the streets and out of trouble. If they do get mixed up, we let them know someone cares. We treat them like human beings.

In San Francisco, the Cortland Progressives concluded there was another way to go rather than remain a fighting gang. Adult volunteers working with the group feel it was a crucial decision, "the one hope for something better in the neighborhood," according to volunteer Sally Green.

The Progressives, who received a small grant for a drug program, are still struggling to make it. Their office is a street corner, and a local library their mailing address.

"We feel very excited about it because it's a way for young people to take hold of themselves," says Mrs. Green. "They're learning you make your own decisions and you have some control over your life. They're learning organizations aren't easy. You have to work hard when you don't have money."





leadership training

Stimulating leadership qualities and developing leadership skills are main goals of numerous youth programs. Initially the impetus may come from outside a local community, but the purpose is to locate community leaders and enable them to function on their own behalf.

Working with a group drawn from Chicago gang leadership, one agency concluded: "Our experience demonstrates that it is possible to reach street groups and to redirect them into positive channels. They do relate to the street worker as an adult model. With the rest of society they do value middle class goals above street-oriented goals. The problem is to cut through the scar tissue of repeated failure that their experience with organized society has created, to provide educational experience in a setting distinct from the traditional school atmosphere which they have learned to dislike and to orient them to what is for them the bizarre and frightening world of work."

Sponsored by the Baltimore, Maryland, YMCA, the Druid Hill Avenue Branch Leadership Training Center was designed to train and employ young adult leaders from the inner city, enabling them to return to their own neighborhoods to do youth development work. Each trainee is responsible for contacting at least 20 youths, with emphasis on assisting the young person to stay in school, opening up recreational opportunities, and helping families where indicated.

Volunteers are used especially during the first 2-week intensive orientation for trainees, teaching such courses as group work, recreational leadership, aquatics, first aid, program planning, and insurance.

The volunteers, experts in their own fields, provide valid and meaningful service in sharing their knowledge, according to the program's director, Richard T. Bertucco. Equally valid is the trainees' firsthand knowledge of their environment and their ability to communicate with youth from similar backgrounds.

In Santa Barbara, University of California students serve as leaders

for Boy Scout troops until local leadership is developed. Trying to get away from practices of hierarchical leadership, the students foster replacements for themselves where everyone does his part and respects what others do.

Volunteer Joe Kipphut, planning to join VISTA when he finishes college, feels the experience with the University Troop Development Team has helped him to understand himself. "The kids really appreciate what you do, but you can't just make promises, you have to follow through. They've had too many promises. If they don't like you, they'll just goof off."

ABC stands for Always Be Cool, a seminar program of Youth for Service in San Francisco. Each year 6 luncheon sessions are held involving approximately 100 teen-age gang leaders, representatives of the Community Relations Unit of the San Francisco Police Department, and other organized neighborhood groups. Its aim is to improve communications between inner-city youth and the adult community, with the major purposes of reducing racial tension and preventing civil disorder.

the law and the police

Acquainting young people with the law and police who enforce the laws is the focus of some volunteer programs. For most teenagers, the law is as unreal as the TV courtroom, or as limited as their reactions to the cop on the block. The programs are an attempt to add both depth and reality to their outlook.

A Courthouse Tours program is operated by members of the Young Lawyers Section of the Bar Association of the District of Columbia. Some 9,000 junior and senior high school students are conducted through the District Court, see the jail, attend a trial. The volunteer guides—about 100 take part in the program—are available for related follow-up classes at the schools. In the classroom, the trial is often re-enacted as a further demonstration of procedures and consequences.

"The kids are very alert," says Henry Berliner, former Chairman of the Bar's Young Lawyers Section. "The law is inextricably woven into their lives. They want to know about drug laws and often raise questions on marijuana. There are questions about possession of firearms, about search, and the rights of citizens.

"We hope that seeing real people in a real trial will given them an idea of the fairness of the law, that they will be impressed by the judge and the attorneys protecting people's rights."

More than 250 Detroit attorneys are participating in a program that has brought legal discussions to the classrooms of all area high schools. Sponsored by the Young Lawyers Section of the State Bar of Michigan, the initial success in Detroit is encouraging adoption of the High School Program by other Michigan communities.

Lawyers meet with a class for several hours on 5 consecutive days. Rather than taking the lecture approach, they start discussions around various legal issues—stop-and-frisk, narcotics laws, garnishment proceedings, consumer protection, landlord-tenant relationships, rights of students, and the rights and duties of the police.

It is hoped that these sessions will contribute to a better understanding of the legal structure and an appreciation for the law as a tool for making changes in society.

Project Intercept is a cooperative program between the school and law enforcement agencies in Jackson, Hillsdale, and Lenawee Counties in Michigan. The project is aimed at law enforcement education and appreciation in an effort to bring about a change in police-juvenile relations and aid in helping youth before they commit delinquent acts.

As a part of the Project, a prisoner worked with a tape recorder in the Reception Diagnostic Center at the Southern Michigan Prison recording the voices and stories of other young inmates.

"When you speak to the new men coming into prison," his tape concludes, "almost always you hear them say, 'I knew it all. No one could tell me anything. I wouldn't listen.' But the older men who have been here a while say different things. They see it differently now.

"Why must it take years in prison? Why must a young man be caged like an animal and stripped of all human dignity before he will learn?

"Remember the voices you heard today. The young people you heard sat in the same kind of classroom you sit in now. Your thoughts, your feelings, may have been theirs too. Consider yourself, your feelings, your actions. Ask yourself . . . Are you on your way here to us? By what you heard in these voices—by their tragic mistakes—learn."

Visual supplements were added to the tapes and the finished programs presented to students throughout Jackson, Michigan, by the Jackson Police Department Youth Bureau. There was a marked decline in juvenile delinquency during the year the Project was in operation, but lack of funds prevented its continuance or further development.

Working with the U.S. Department of Health, Education, and Welfare, the Junior League, and the Sears, Roebuck Foundation, the National Conference of Christians and Jews has launched a Police-Youth Program in an area of northeast Washington, D.C.

The National Conference's H. Graham Morison writes that this area "has one of the highes crime rates in the city. It also has a record of serious hostility between police and youth. It is made up of dismal high-density public housing and its atmosphere, shrouded with massive poverty, has created widespread resentment of the 'system.' This resentment is often directed by young people at the system's visible symbol, the police."

The National Conference's staff, League volunteers, police, and young people are working together to identify problems, recommend activities and carry out the program. This includes police visits to classrooms, police-youth weekends, youth patrols, and the formation of a police-youth council.

Volunteer Dale Fletcher takes part one day a week in the visit of a police officer to a junior high classroom. She helps to orient the policeman, opens the class session, serves as a discussion leader, and jots down any "red hot" topics that might be followed up another day. She makes a note of any particularly bitter children who might profit from the experience of the more extended weekend program.

The children, the police, and the volunteers are all learning, Mrs. Fletcher feels. The young? . . . "they get an understanding of the job of the police," the police? . . . "they would stay all day long, they're willing to take criticism and end up not having such a bad opinion of the kids," the volunteers? . . . "I get an awful lot out of getting to know the kids and a really wonderful feeling to see some of the breakthroughs."

court and probation programs

About a million young people a year come to the attention of juvenile courts.

For some the crimes are serious—homicide, forcible rape, aggravated assault, and robbery. For some the crimes are *only* crimes because they have been committed by children—truancy, ungovernable behavior, running away. Other cases involve dependency and neglect.

Whatever the nature of the case, the warning is unmistakable. There may be no more opportunities to intervene, no other chance to prevent more trouble.

Until the 1960s, with few exceptions, help for the child placed on probation by the court was the responsibility of the assigned probation officer. And more often than not this officer was already overloaded with cases.

"What we've done is this," writes Dr. Ivan H. Scheier, Director of the Boulder, Colorado-based National Information Center on Volunteers in Courts. "We've taken children that parents have failed with, that teachers have failed with, that police have failed with, and we've said to the juvenile probation officer: we'll give you 15 minutes a month to work with this kid (because we won't budget enough staff to make more intensive work possible)."

Dr. Scheier continues:

> Thus, without the massive citizen support volunteers could give, the typical professional probation officer was, and in most juvenile courts still is, something like Horatio at the Bridge. One probation officer is supposed to stand off hordes of probationers, protect the community by reducing repeat offenses, re-fashion offenders wholesale into useful citizens. It is time we faced the fact that the paid juvenile probation officer cannot do this job alone. . . .
>
> It is time we turned to the army of citizen volunteers now raising behind our lonely Horatio at the Bridge: 75 thousand

strong today, their numbers grow by 500 volunteers a month. And every new recruit is desperately needed . . . it takes an army to stop an army. The growing army of youth problems can be counteracted only by an equally powerful army of concerned citizens, in this case not only working directly with and through their local Court probation departments, but in many other youth-serving channels as well.

It is estimated that by 1972 *half* the juvenile courts in the land will have volunteers working in probation programs—a leap from near zero to 50 percent in a single decade. Yet, something like 500,000 young people will still be left without added help, with less of a chance to reclaim or renew their lives.

The following programs, involving young people whose cases are before the courts or who are on probation, indicate some of the ways volunteers are helping.

In a number of Michigan communities, volunteers are assigned to work with families whose difficulties have come to light through the juvenile court. The cases of neglected children, acting out children, and teenagers breaking laws have served as public clues to the private distress of home situations.

Volunteers for Juvenile Court Families in Monroe, Michigan, is based on the premise that working with children alone, without changing their home environment, will alter their situations very little. It is felt that offering volunteer help and support to the family unit may bring about more significant changes.

Volunteer Betty Carlson initiated the program where close to 20 volunteers are now active. She notes that progress is slow, that there are no immediate great strides, that the volunteer needs a tenacious personality. Success is measured more in psychological terms than material—with quiet gratitude, for example, for the mother who, over a matter of years of continued association with a volunteer, has learned to handle her children differently, understanding them a little more, punishing them a little less.

"I would want it stressed that it is a long and painful process," says Mrs. Carlson. "There are no changes overnight. But if the children in the family can begin to see there are other ways of doing things, it may be helpful."

In Flint, Michigan, more than 200 volunteers perform similar duties as casework aides. Volunteer Coordinator Yolande Moeller is encouraged with the results and with the enthusiasm of the case aides. "It's very important never to underestimate or underuse volunteers," she says. "What you give them to do must be meaningful."

"I am taking it for granted that you would like to do a better job as parents," are words often used by the judge of the Ingham County Juvenile Court in Lansing, Michigan, as he talks to mothers and fathers about the Court's Family Group Counseling program.

Along with their responsibility to help their children adhere to pro-

bation rules, parents are required to spend a minimum of 10 weeks in the group sessions. Most parents are receptive to the idea, but some resist strongly. Ironically, many of the hostile parents become active in the sessions and remain in the program beyond the 10-week requirement.

Groups are kept small—about 14 people—with 3 programs running concurrently. The criteria for the couple that volunteers to lead a group are that they have been reasonably successful in raising their own children, get along well together, can listen to others, are able to control the sessions tactfully, and can foster interaction between parents. There are no academic requirements.

"These meetings are a very effective way to change the home climate while you are trying to help the youth," says the program's supervisor, Dr. Ernest Shelley. As Consultant to the Court on programs using volunteers, Dr. Shelley believes that the unique value of the Family Group Counseling program is that the youth "feels he is equally involved with his parents in getting help . . . that the finger of blame is not pointed only to him."

Unexpectedly, parents *without* children in trouble have also been attending the sessions when vacancies permit. They are welcomed and often contribute substantially to the meeting.

In a similar program, Parent Group Therapy, in Jackson County, Missouri, Coordinator Nick Taral builds around the assumption that "parents may be the focal point of family problems and (should be) engaged in some realistic dialogue for genuine improvement."

Through word of mouth, newspaper ads, and the help of the local Volunteer Bureau, volunteers learn about the progam and are assigned to training sessions for group leaders. Efforts are made to provide a male/female team to lead each session. A list of reserve volunteers is maintained since 50 percent more volunteers have applied than are needed immediately.

Representing one of many positive votes for the program, Mr. Taral feels, is the usually silent mother who suddenly says, "You know, I'm just going to explain it all right here. I feel you are all interested in helping me with this. My friends and neighbors only gossip about me and my family when I try to talk to them."

Administered by Volunteer Opportunities, Inc., the Bronx Community Counseling Project in New York City makes extensive use of young offenders' family members as volunteers. The same holds true for the families of adult offenders enrolled in the program.

Often the volunteers from this principally black and Puerto Rican community have not thought of themselves as people who had something to give, according to the project's director, Elizabeth Sturz. Helping the volunteer as well as program enrollees to change that self-image is one of the goals of the program.

Job education and group counseling are available to enrollees in day and evening sessions. Some volunteers train to act as group cata-

lysts. Some serve as "strengths" in group meetings, giving other participants a chance to know and relate to someone they may have considered "square."

More than 500 enrollees and an equal number of family volunteers take part in the Project in the course of a year.

For the young offender, the program frequently serves as an alternative to being sent to a training school. Many of the volunteers are provided with lunch and transportation money. As in the case of other programs around the country, the Bronx project found that without such reimbursment of expenses, valuable volunteer personnel was being lost.

"The risk to the volunteers is unquestionably high . . ." states the Guidebook for Oklahoma City volunteers working with the Juvenile Court Service Unit, a counseling program for adjudicated and nonadjudicated youth in Oklahoma County.

"While the risk of physical harm is negligible," the Guide continues, "the real risk to the volunteers is that they chance becoming disillusioned, despondent, and of feeling unrewarded for their efforts. For the project demands that the volunteers become involved with children that are in trouble; that the volunteers invest emotional energy in displaying (not just saying) that they care what happens to each child assigned to them; and that the volunteers use their relationship with the child in assisting the child to live more successfully. It naturally follows then, having invested so much of themselves, failure will be painful—and there will be failures. On the other hand, this intensive involvement will magnify the rewards of success."

Some 30 volunteers, slightly more than half from the Junior League, are taking such a risk in this project conducted through the cooperation of the Juvenile Bureau of the District Court of Oklahoma County, the Oklahoma City Junior League, and the Oklahoma Council of the National Council on Crime and Delinquency.

Volunteers have experienced both success and failure, but their morale is high. They feel they are learning and growing in their roles as paraprofessional counselors. They praise the training program—two-hour, weekly meetings for two-and-a-half months plus required reading—together with continued weekly meetings with professional consultants, a psychiatrist, and a clinical psychologist, while working with the court.

Volunteers are assigned no more than 3 cases and meet with a child once a week. In the role of counselors rather than friends, they seek a warm, friendly stance with their young clients. Their task, as noted in the Guidebook, is "to intervene in the life of the person in trouble, engage that person in altering his non-productive behavior patterns, and to assist him in marshalling his strengths to achieve more responsible and personally rewarding behavior."

Do they feel they are helping?

One volunteer says, "I am having a difficult time with one little boy. I am not going to get anywhere until I can get the family involved and the father has already told me where to go. We're going to try to get him into family group sessions. Everyone expects you to work magic, but it's impossible when the child goes back into the same environment."

"The goal with my girl is to build some strength in ego identity," says another volunteer. "Help is helping her to see if her parents are making fun of her, she's not the odd one. I try to help her make better decisions."

A third volunteer sees slow changes with an 11-year-old boy who had stolen a car with 2 other boys and run away from his home and affluent circumstances. "He found out that he was not the cause of his parents' breakup, that it was their problem."

With a 15-year-old girl, the story was less hopeful. "If we had gotten to her earlier, with greater manpower, we might have saved her" . . . from running away, from men, from robberies, from too early marriage.

In California, the San Diego County Chapter of the American Red Cross, in conjunction with the San Diego County Probation Department and the San Diego County Welfare Department, has developed weekly Rap Sessions for a group of girls on probation.

The sessions were organized in an effort to do something about the fact that many girls started off probation with high enthusiasm and resolve to better their lives, but later became depressed and then, frequently, pregnant.

A nurse has volunteered to conduct the 2-hour meetings along with a welfare worker and representative of the Red Cross. The talk includes health, sex, parents, boys, love, directions in life. "It can be any number of things and feelings they don't have a chance to talk about anywhere else," says Mrs. Carmen Sproul, Director of Nursing Programs for the local Red Cross Chapter.

One result of the program has been the start of a second group, with a volunteer instructor, for boys who became interested because their girls were involved. Mrs. Sproul mentions another bit of information cautiously: "We've been going for six months and nobody's pregnant."

Volunteers, many of them college students, are part of a Neighborhood Probation Unit in Salt Lake City, Utah. The team is made up of probation counselors, a supervisor, probation aides, and a vocational rehabilitation counselor working in a neighborhood setting accessible to probationers and their families. Following screening and orientation, volunteers willing to commit themselves to one contact a week for 6 months are assigned to an individual child. The emphasis is on the "big-brother-big-sister" approach.

In the view of Chief of Probation Supervision, Carlon J. Cook, serious problems occur if a volunteer sees a child a few times and then

stops because he becomes discouraged or has too many other activities. Careful matching of the volunteer and probationer is essential to the program, Mr. Cook believes, as well as providing the volunteer ongoing opportunities to discuss problems with the probation counselor.

Student volunteers from the University of Utah (studying sociology and psychology) have been involved in the program, sometimes receiving academic credit for their work.

Friends of the Juvenile Court in Washington, D.C., got its start in 1964 when Mrs. Arthur Goldberg, whose husband was then a Supreme Court Justice, responded to Judge Morris Miller's request that something be done to enliven the drab court waiting room. First paint was secured and then loans or gifts of paintings, followed by the growing realization that there were many other ways that interested citizens might help the juvenile court.

Today the program is diversified, flexible, and still growing. "We never stop investigating new ideas. Every effort opens a new door," says Patricia Acheson, member of the Friends Board and its past president.

Aspects of the program include:

Reception and intake—Volunteers serve in the Reception Room and the Intake and Probation Office. They help the people who must appear in court, and who are often confused and unhappy, to fill out forms and guide them to the correct offices.

Probation Aides—After a training period, volunteers are assigned to probation officers. Under direct supervision, they work with "low risk" children and their families through regular interviews and visits.

School Liaison—Volunteers serve as contacts between schools and the court, saving staff endless hours in obtaining information regarding a child's ability, grades, attendance and school problems.

Jobs for Juniors—This Committee scouts part-time jobs for 14- and 15-year-olds, helps them to obtain work permits, takes them to employers, accompanies them the first day of the job, and stays in weekly touch. The Friends pay the salary the first 13 weeks, with the understanding that the employer will continue with the child if his work is satisfactory.

The *Clothes Closet* was established early in the existence of the program when it was noted that young people frequently become truants or fail to show up for jobs because of a lack of proper clothing. Volunteers collect clothes and a local merchant allows a discount on the purchase of shoes and other apparel.

Volunteer Attorneys—The careful attention of volunteer lawyers to "beyond control" and child-abuse cases assures the rights of the children represented.

The Friends are also engaged in a tutoring program, providing books for the temporary detention center, conducting a summer program, and developing a newsletter. "If someone wants to volunteer,"

in the words of Mrs. Acheson, "we have something for him or her to do."

In a new program for the Lewis County Juvenile Court in Chehalis, Washington, an adult volunteer is supervising a number of young probationers who themselves are serving as volunteers in local nursing homes. It is hoped that the teenagers will gain new perspectives. The elderly patients appear delighted to have the young people around.

Ron Haugen, a college student working with several boys in the program, notes values all around as long as one doesn't expect fast results. He sees the boys discovering that nobody cares about the aged people. He sees their attitudes change. He sees the boys reaching out for someone who is concerned for them, someone they can talk with. Preparing to go into probation work himself, he feels his own volunteer experience has been invaluable.

resident programs

Judged officially delinquent by the court, thousands upon thousands of juveniles are remanded to training schools, work camps, children's centers, reform schools or whatever is the local euphemism for "prisons" for the young.

Debate may rage as to where responsibility lies—with the child, the parents, the schools, the community, the state, the nation. Still, "locking them up" remains a common practice.

Howard James, Pulitzer Prize-winning Midwestern Bureau Chief of the *Christian Science Monitor,* visted 44 states and numerous institutions to research his book, *Children in Trouble.* With a few praiseworthy exceptions, conditions were *scandalous.* James reports:

> If the typical American could visit children's institutions across the country, he would be shocked.
>
> Who could expect, in a Massachusetts reform school, to walk as I did, through waves of outstretched little hands, the hands of boys 7 to 9, hands reaching out, pleading, children begging for someone to stop and care.

Vigorous volunteer efforts and knowledgeable citizen action, as indicated by the following programs, can make a difference between hopelessly compounding the already staggering problems of the children behind bars and fences and making institutions work or providing alternatives.

Prior to the work of the Tampa Junior Woman's Club, the juvenile detention homes in Florida's Hillsborough County lacked any organized program for volunteer services or voluntary financial support on a regular basis. The goals of the project have been to help the youth and to involve the community by the establishment of a permanent organization to carry on volunteer work at the Homes.

Since the establishment of the Hillsborough County Juvenile Home Volunteer Auxiliary, Inc. in 1968, more than 200 individuals have become active members, and 64 organizations have joined in its ef-

forts. A fulltime Coordinator of Volunteer Services has been employed, a library started, a chapel completed, "Foster Grandparents" conduct a tutoring program, a vocational program for 15- and 16-year-old dropouts has been developed, a summer nature camping program organized, groups of children have been taken on field trips.

In assemblies, the young residents have heard talks by a judo expert, a beautician, a police helicopter crew. In-service training for staff members daily involved with the children has been funded by the Woman's Club and is apparently paying off with fewer disciplinary problems.

"I can't say enough for them," is the high praise offered the Tampa Juniors by Lucille Cullen, Program Supervisor for the Hillsborough County Juvenile Homes. "They have done much to awaken the community to the critical needs. People were apathetic, burying their heads. It's a shame it hasn't been this way all along."

As members of the Surround program, senior high school groups from 150 churches in Minnesota visit the State Training School for Boys at Red Wing on a monthly or semi-monthly basis. As nearly as possible, groups relate to boys from their own communities. The hope is that by building constructive relationships with a new group of peers, boys released from the Training School will continue to turn to these friends for companionship, recognition, and support.

The program was developed by the Training School chaplain and the Plymouth Christian Youth Center in Minneapolis. Its approach is non-denominational.

Mary Miller, leader of one of the visiting youth groups, feels the experience has been particularly valuable for her young people. "There were a lot of misconceptions about the kids (at the Training School)," she says, "such things as that the young person might be totally different, might be a really bad person. And then you discover that this person gives to you just as much or more than you give to him."

Along with the possibility of new friends when a child returns from Red Wing, his community may have developed new attitudes as a result of its volunteer exposure. Twenty-eight boys, once at the Training School, now return for visits to Red Wing as members of a church youth group.

The stylized drawing introducing the Boulder, Colorado, Attention Homes brochure represents a troubled child surrounded by a circle of protection. The Homes—there are now 3—were created through the voluntary action and support of Boulder citizens to provide a supervised environment of *attention* rather than *detention*.

Boys and girls between the ages of 10 and 18 are referred to the program by the Boulder County Juvenile Court. One house cares for 6 girls, another for 6 boys and 4 girls; the newest home provides for 5 boys over a more extended period. Young houseparents on 24-hour duty (like real parents) guide the youth, prepare meals, plan outings, assign responsibilities. When possible, parents of the young people

contribute partial support; all other funding comes through donations from the community.

Volunteers—more than 450 of them—work in all aspects of the program. Some contribute home furnishings, others maintenance skills. Some, like Gwen Winterberger, are directly involved with the children: "I'm a grandma, go-getter, take them shopping, buy in quantity for the home, pick up food contributions, work with the house parents, run interference, talk for the speaker's bureau. I work much better in our program in an unstructured way. I like to be active in all 3 homes, to be a floater."

As a speaker, Mrs. Winterberger stresses the economics of the Attention Homes. "If you sweep problems under the rug, you will only have to spend 5 times as much later on," she says. "Your community is only what you put into it. I try to help people understand that I work with the youngsters so one day I can have the gratification of seeing them out in the community moving comfortably with their peer group."

One evidence of the feeling the kids develop for the homes is that they keep in touch once they leave. Wedding invitations, invitations to baby showers come in steadily.

"Most of the children are marvelous, they have just been hurt," is the description of volunteer Barbara-Ann Scott, who has given 40 hours a week in the Attention, Inc. office. "My husband (he's President of the Board of Directors) and I *live* the program. It's a better answer for the children than anything else we have heard of."

Mrs. Winterberger has similar feelings. "The kids? Maybe I look with a biased eye, but they're really great. They just have to find that out for themselves."

At the same time that the Attention Homes program offers the Boulder County Juvenile Court one alternative to institutional confinement, a program of volunteer foster homes for individual children provides it with another.

Officers of the Juvenile Court screen and train the couples who volunteer for this 7-day-a-week job which may continue anywhere from several months to several years.

Sometimes the parents of the foster child will contribute toward his expenses or the young person earns what he can, but frequently financial support is underwritten by the foster family.

"It's very, very rewarding. I just can't say enough for it," is one foster mother's immediate reaction when asked about her experience. By turn, 3 children have lived with her family, which includes the couple's own 3 children.

A second volunteer foster parent believes showing that they care, and that consistency and discipline have been particularly helpful to the foster children who have been part of her family. She also cautions the prospective volunteer to consider carefully the day-to-day responsibility before taking it on. "You shouldn't quit after you start,"

she says, "because it is very damaging to children who already may have been rejected many times."

Offering an alternative to sending teenagers to institutions, GENESIS II in Springfield, Massachusetts, sponsors a halfway house and a school program. The school is attended by 20 to 25 youths who have had trouble in school or are in trouble with the law.

The resident program includes youth who have been in training schools as an aftercare measure. Volunteers serve the school—attended by residents of the halfway house in addition to non-residents —as individual tutors and group leaders.

The expectation is that pupils will move back into public schools, but the 18-year-old reading at a fifth-grade level is given the opportunity to catch up. The problem of being out of step with his grade is not added to his other difficulties.

Larry Gatsby, president of the program's Board of Directors, speaks with vehemence of the need for such preventive efforts before a child's outlook on life is locked in. "If we don't start spending money for prevention rather than rehabilitation, the damage will already have been done."

Two years ago, recounts volunteer Mary Drury, few people in Montgomery County, Maryland, knew about what was happening to children coming before the Juvenile Court.

Today, through the efforts of Women on Watch volunteers, she guesses there are many more well-informed citizens. The interim has been filled with work, research, prodding, digging, pressure, advocating, and doing general battle in behalf of the young. Better residential facilities to care for juveniles have been a primary aim of the group.

Begun in January 1969 in one of the suburban counties that ring Washington, D.C., the public service project has been reviewing juvenile court and care procedures.

A court watching program was established to study firsthand the disposition of juvenile cases. *Helping Children in Trouble,* a 169-page detailed report on child care priorities for Montgomery County, was issued by the group a year later.

The group's recommendation for a regional juvenile detention center was subsequently added to the Governor's supplemental budget. A suggested group foster home has since been established.

Volunteer Marion Mattingly, particularly involved with the political aspects of lobbying and serving as "advocates for kids at the legislative level," notes that the work of a few dedicated people has "made a tremendous impact. In fact, it shocks me that we could have such an effect. If we only had more dedicated people, we wouldn't be in so much trouble."

aftercare programs

Aware of the difficulties encountered by young people returning to home ground when their time in juvenile institutions is up, aftercare programs seek to ease the transition, reinforce improved behavior, ward off destructive patterns, develop new interests and supply the friendly concern that may have been lacking in many of these young lives.

Working with young people recently released from correctional institutions, volunteers with the Pulaski County Volunteer Parole Sponsor Program in Little Rock, Arkansas, find "community acceptance" of former young offenders a major problem.

"He was doing great on his job until they hired a new manager who was worried about the boy's record," says volunteer Dr. William Townsend, optometrist by profession.

The volunteer helped his 18-year-old friend to find a second job. "He still has the job," says Dr. Townsend. "My official year with him is up, but we keep in touch. He is making $100 a week and has his own apartment and a bank account. That's not bad for someone who was badly confused just a year ago."

Edward Robinson, State Supervisor of Juvenile Probation and Parole, oversees the program. He emphasizes that in addition to the one-to-one relationships, volunteers work with families and schools as the needs indicate.

"Each situation is different," says Mr. Robinson. "Sometimes a job is the answer, sometimes a hospital appointment, sometimes other things that the kid or his family doesn't know how to take care of."

Mr. Robinson feels that the single year the program has been in operation is not sufficient for a formal evaluation, but the decrease in present recidivism indicates that the volunteers have "helped ease problems."

The Broward County Division of Youth Services in Fort Lauderdale, Florida, recruits, trains, places, and supervises volunteer "Listeners"

for juveniles in temporary or short-term detention centers and other institutional settings. These friendships, with the emphasis on *listening* rather than *lecturing,* continue after the boy or girl leaves the institution.

One volunteer, who began by visiting a 13-year-old in the detention center once a week, now takes her out to lunch, accompanies her on excursions, and calls her at home to talk over problems. "I suppose I don't represent authority," the volunteer reports. "At first I thought I never would be able to say, 'I'm your grown-up friend,' but now I can."

A second volunteer works as a Listener with a 14-year-old girl who has been in and out of detention. "Some people would say why not give up on her," comments the volunteer. "I don't feel that way. I look at myself as a sounding board, a friend, someone to lean on and depend on."

Men serve as Listeners for boys enlisted in the program. Each child must request a Listener before being matched. Close to 200 juveniles and an equal number of volunteers, including a number of the county's retired population, are active in the program.

In Washington, D.C., ACT (Action for Children in Trouble) reaches out to some 600 young people who are in danger of becoming delinquent and their families. It also seeks to prevent the recurrence of delinquent behavior among a similar number of youth recently released from institutional settings.

A program of the Social Services Administration of the D.C. Department of Human Resources, ACT works at the neighborhood level. Six teams are now functioning and plans are well developed for 3 times as many to meet the needs of inner-city youth.

Each team includes youth workers from a variety of backgrounds, some with professional training in social work, recreation or psychology, others with relevant life and on-the-job experience. Supplemental services are provided by a psychiatrist, a job and training specialist, volunteer resources specialist, and school liaison worker.

Teams work on the reality—family, school, and job—problems of each individual. Volunteers assist, recruited either directly for the program or sought out in existing projects that might meet particular needs.

In one instance, for example, there was no need for ACT to launch a tutoring project of its own. The Volunteer Resources Coordinator located an excellent, ongoing tutoring program in a neighborhood church.

Elizabeth Cantor, Chief of the Volunteer Services Division of the Social Services Administration, agrees that ACT supplies a missing link. "If you are going to plan a program of juvenile care, there is a tendency to overlook existing resources," she says. "Too often connections aren't made between the individual who needs help and the potential for help that already exists."

ACT volunteers also take part in developing leisure-time activities for the adolescents. Sports, hobbies, parties, arts and crafts, books, music serve as constructive outlets for time and energy. Equally prized is the opportunity for positive relationships between young people and volunteers in the course of the game or the instruction or the fun.

R & R
DRIVE-IN
MARKET
R & R
LIQUORS

Valuable ideas, good programs, and concerned people—paid and unpaid, young and old—add up to a glimmer of what can be done for the young who need so much more help than they have been getting.

Many of the programs discussed have been duplicated in other communities. Some have derived from similar efforts elsewhere. In any case, they need to be emulated *again and again,* to spark new endeavors in more communities, to inspire additional well-conceived volunteer programs with and for young people everywhere.

The needs of the young are overwhelming in all the areas touched on—the need for education, for training and jobs, companionship and understanding, medical attention and sex education, knowing about drugs, emotional health, for getting along with adults and expressing themselves, helping themselves, taking part in society, comprehending the law, developing new lives and new strengths where past ways have failed.

"By children in trouble we mean children in need; children in need of better parents, homes, neighborhoods, schools, agencies, and institutions, and a better society in which to grow up," states the Report to the President of the 1970 White House Conference on Children. It continues:

> In various states children in trouble may be labeled as abandoned infants, battered, neglected, sexually abused, dependent, retarded, emotionally disturbed, school dropouts or kick-outs, runaways, unwed mothers, drug users, incorrigibles, persons in need of supervision or delinquents. They may be categorized in dozens of other ways.
>
> We reject these archaic labels, for too often they are damaging, can prevent a child from getting the help he needs, or reflect no more than the superficiality of the investigation made by a welfare department, the police, court, school, or some other agency. The labels we use often reflect only the child's age, which agency first discovered the child, and his response to a destructive environment.

Too often it is the *back* of the hand rather than the *helping* hand that is turned toward the young, as the Report notes:

> Our society tends to ignore children in trouble—usually preferring to remove them from sight. Many citizens demand severe punishment. An adult who would punish a child stricken with measles or leukemia would be considered insane. Yet youngsters battered or neglected by alcoholic parents, children who run away because their homes are without love, or because they are being hurt at school, or because they are being beaten or raped, are often ignored or punished.

There is at least one theme common to all the programs cited, in all their variety. It wasn't sought deliberately, but came through over and over in the words of paid staff and volunteer staff and the young people themselves. *The cry is for attention . . somebody hear . . . somebody care . . . somebody see . . . somebody do something . . . somebody help.* Sometimes the call has been heard, sometimes help given. Without question, more ears and eyes and minds and talents and love are needed.

if you want to volunteer to work with young people . . .

1. **THINK** about your interests, your skills, your personal inclinations.

2. **CONSIDER** your preferences. Are you happier with young children or older adolescents? Would you prefer group work or one-to-one relationships? Would you be more comfortable in a highly structured program or one more casually operated?

3. **INQUIRE** into your own community's resources. Does your local juvenile court or correctional system have a volunteer program? Do your schools have programs? Does your welfare department or community private agencies utilize volunteers? Can your local United Fund refer you to a volunteer program?

4. **START A PROGRAM.** Where there are unmet needs, it may be possible for you to begin a volunteer program. That is the way most volunteer programs began—by concerned citizens recognizing a need, and then setting about to meet that need. For help in beginning a program write to the address given in Number 5 below for case histories and additional resource materials.

5. **WRITE:** Clearinghouse
   National Center for Voluntary Action
   1735 Eye Street, N.W.
   Washington, D.C. 20006

   The Clearinghouse will send you the name and address of the nearest volunteer agency or program.

programs

FOLLOWING ARE THE COMPLETE NAMES AND ADDRESSES OF THE PROGRAMS DESCRIBED IN THIS PUBLICATION

ABC Seminar (ALWAYS Be Cool)
Youth For Service
804 Mission Street
San Francisco, California 94103

ACT (Action for Children in Trouble)
Bureau of Youth Services
Social Services Administration, Department of Human Resources
122 C Street, NW
Washington, DC 20001

APT (Automotive Professional Training)
Shell Oil Company
1 Shell Plaza
Houston, Texas 77002

Attention Homes
P.O. Box 907
Boulder, Colorado 80302

BET (Business-Education Training Program)
Chase Manhattan Bank
One Chase Manhattan Plaza
New York, New York 10015

Big Brothers of America
341 Suburban Station Building
Philadelphia, Pennsylvania 19103

The Bridge, Inc.
Toledo Area Program on Drug Abuse
Family Life Education Center of the Toledo Public Schools
Manhattan at Elm Street
Toledo, Ohio 43608

Bronx Community Counseling Project
Volunteer Opportunities, Inc.
578 East 161st Street
Bronx, New York 10456

College Careers Fund of Westchester, Inc.
1 North Broadway
White Plains, New York 10601

Cortland Progressives
500 Cortland Avenue
San Francisco, California 94110

Courthouse Tours
Young Lawyers Section
Bar Association of the District of Columbia
1819 H Street, NW
Washington, DC 20006

Dropout Prevention and Youth Development
Marin Branch YMCA
241 North San Pedro Road
San Rafael, California 94103

Druid Hill Avenue Branch Leadership Training Center
YMCA of the Greater Baltimore Area
24 West Franklin Street
Baltimore, Maryland 21201

Education Center for Youth
15 James Street
Newark, New Jersey 07102

Family Group Counseling
Ingham County Probate Court
600 Lesher Place
Lansing, Michigan 48933

The Foothill Free Clinic
35 South Raymond Avenue
Pasadena, California 91101

FOSI (Florida Ocean Sciences Institute, Inc.)
1605 South East Third Court
Deerfield Beach, Florida 33441

The Friends of the Juvenile Court, Inc.
Volunteer Office - Third Floor
410 E Street, NW
Washington, DC 20001

Genesis II
26 Massachusetts Avenue
Springfield, Massachusetts 01109

Help
2310 Locust Street
Philadelphia, Pennsylvania 19103

Hillsborough County Juvenile Home
Volunteer Auxiliary, Inc.
5215 North Boulevard
Tampa, Florida 33603

Huckleberry House
3830 Judah Street
San Francisco, California 94122

Juvenile Court Service Unit
Juvenile Bureau
District Court of Oklahoma County
321 Park Avenue
Oklahoma City, Oklahoma 73102

Keep a Child in School
Kanawha County Board of Education
200 Elizabeth Street
Charleston, West Virginia 25305

Lewis County Juvenile Court - Volunteer Program
P.O. Box 357
Chehalis, Washington 98532

Listener Program
Broward County Division of Youth Services
Suite 302, Medical Towers
303 Southeast 17th Street
Fort Lauderdale, Florida 33316

Neighborhood House Tutoring Program
Neighborhood House
3004 South Alaska Street
Seattle, Washington 98108

Neighborhood Probation Unit
Second District Juvenile Court
905 East 5th South
Salt Lake City, Utah 84102

New Life Center
Westminster Presbyterian Church
5300 Delmar Boulevard
St. Louis, Missouri 63112

Operation "Mr. J"
Variety Boy's Club
4600 Edsee Street
Houston, Texas 77009

Outreach Program
Young Men's Christian Association
455 Park Avenue West
Mansfield, Ohio 44906

Parent Group Therapy
Juvenile Court Services in Jackson County, Missouri
1305 Locust Street
Kansas City, Missouri 64106

Parents in Crisis
125 Doat Street
Buffalo, New York 14211

Police-Youth Program
The National Conference of Christians and Jews, Inc.
735 Southern Building
1425 H Street, NW
Washington, DC 20005

Project Bread
Salem Chapter of the American Red Cross
314 Essex Street
Salem, Massachusetts 01970

Project Intercept
Jackson Intermediate School District
2301 East Michigan Avenue
Jackson, Michigan 49201

Rap Sessions
Director of Nursing Programs
San Diego County Chapter of the American Red Cross
3650 Fifth Avenue
San Diego, California 92103

Reality House West
1360 Fillmore Street
San Francisco, California 94116

Surround Program
Plymouth Youth Center
2301 Oliver Avenue, North
Minneapolis, Minnesota 55411

Tioga Community Youth Council
3414 North 22nd Street
Philadelphia, Pennsylvania 19140

University Troop Development Team
Community Affairs Board
P.O. Box 3389
University of California at Santa Barbara
Santa Barbara, California 93107

Volunteer Attendance Program
Euclid Learning Development Center
1501 Euclid Avenue
Charlotte, North Carolina 28203

Volunteer Parole Sponsor Program
Arkansas Juvenile Training School Department
Capitol Hill Building
Little Rock, Arkansas 72201

Volunteer Services
Minnesota Department of Manpower Services
390 North Robert Street
St. Paul, Minnesota 55101

Volunteers for Juvenile Court Families
2901 Duchess Drive
Kalamazoo, Michigan 49001

Women on Watch
9250 Persimmon Tree Road
Potomac, Marvland 20854

YMCA Lifeline
1115 Eight Avenue
San Diego, California 92101

YOU(Youth Organizations United)
912 Sixth Street, NW
Washington, DC 20001

Young Adults for Action
1189 Broadway Avenue
Seaside, California 93955

Young Lawyers Section High School Program
State Bar of Michigan
306 Townsend Street
Lansing, Michigan 48914

Youth Awareness
125 Doat Street
Buffalo, New York 14211

credits

Grateful acknowledgment is made of material selected from:

Howard James, **Children in Trouble.** Copyright ©1969 by The Christian Science Publishing Society. Based on a series from The Christian Science Monitor, published in book form by David McKay Company, Inc., New York. Reprinted by permission of the publisher.

The Reverend Larry Beggs, **Huckleberry's for Runaways.** Copyright ©1969 by Larry Beggs, reprinted by permission of Ballantine Books, Inc., New York.

King Harris, "Big Man in Seaside," **California Living,** April 1971, magazine of the San Francisco Sunday Examiner and Chronicle, San Francisco. Reprinted by permission of the publisher.

William C. Kvaraceus, **Juvenile Delinquency: A Problem for the Modern World.** Published by UNESCO, Paris, 1964.

Report to the President: White House Conference on Children, 1970, Washington, D.C. Stephen Hess, National Chairman.

ERIC Clearinghouse
MAY 24 1972
on Adult Education

U.S. GOVERNMENT PRINTING OFFICE : 1971 O—447-989

62

UNITED STATES
GOVERNMENT PRINTING OFFICE
PUBLIC DOCUMENTS DEPARTMENT
WASHINGTON, D.C. 20402

OFFICIAL BUSINESS

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF H E W

U.S.MAIL

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Social and Rehabilitation Service
Youth Development and Delinquency Prevention Administration
1971 **Publication NO. (SRS)72-26002**